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ABSTRACT

Study of North Carolina's program for the exceptionally talented indicated a growth in enrollment which, however, remained at less than 1.5% of the public school population. Of the enrollers, 51% were in special language arts classes and 11% in self-contained classes; grade levels 9 through 12 had the highest enrollment. IQ scores ranged from 98 to 171 with a mean around 126; academic achievement levels were at least 2 years above grade level. Rating scales completed by teachers, pupils, and parents suggested all felt success was greater after placement. Pupil scores on the Watson-Glasner Critical Thinking Appraisal and the Barron-Walsh Art Scale were offered as tentative norms for enrollers. Further results concerned teacher characteristics and conference preferences, resource materials (see EC 004 840), funding of teacher allotments, and effectiveness in reaching eligible pupils. (JD)

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RESEARCH • IDENTIFICATION • INSTRUCTION •

EC 004 843

A STATUS REPORT / 1968-69

PROGRAM FOR THE EDUCATION OF

exceptionally talented children

STATE DEPARTMENT OF PUBLIC INSTRUCTION / RALEIGH, N. C.

ED037838

Fourth Annual

STATUS REPORT FOR THE PROGRAM FOR THE EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

An Analysis by Walter R. Jacobs, Jr.

1968-1969

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DIVISION OF GENERAL EDUCATION
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RALEIGH, NORTH CAROLINA

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INTRODUCTION

PURPOSE

This fourth annual status report of the Program for the Education of Exceptionally Talented Children is part of a continuing effort to apprise interested educators of the characteristics of the program. The information reflected herein may be used for the following specific purposes:

a. to ascertain conformity with the governing directive (Article 38, Public School Laws of North Carolina[1]),

b. to plan program expansion and/or future adjustments, and

c. to provide background data for innovative research proposals which could enhance screening, identification, and instructional methods.

SCOPE

Information for this report was gathered during a period extending from October 1, 1967, to November 30, 1968. In view of this prolonged time period, all tables and figures which follow show the specific time of data collection. More important is the fact that the great bulk of the data herein pertains to the 104 North Carolina school administrative units which received "special

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[1]The article, as amended, directs that a pupil must have satisfied the following requirements before being admitted to the Exceptionally Talented Program: (1) scored at least 120 IQ points on a standardized group test of intelligence, (2) produced average or better scores on a standardized group test of academic achievement, (3) produced a majority of "A" and "B" report card grades, and (4) received favorable written recommendations from his teachers and/or principal.

State ET allotments" for the 1968-69 school year.[2] However, supplementary information about the remaining 56 North Carolina units is included in various portions of the report.

METHOD OF DATA COLLECTION

Table 1 gives a complete listing of the "pencil-and-paper" inquiries used by the State Department Office to compile the 1968-69 status report.

Inquiries referenced in Table 1 as numbers 1, 2, 7, 8, 9, and 10 were sent only to teachers of pupils in exceptionally talented (ET) classes. The mailing list of these teachers was one which had been compiled during the 1967-68 school year. Inquiry numbers 3, 4, 5, and 6 (from Table 1) were sent to pupils who had been screened and identified for placement in "special State-allotted ET classes" (sometimes referred to as "State-supported") during the 1967-68 school year. This sample of pupils was selected randomly from a list which had been stratified for size of administrative school unit and grade level. Inquiry number 3 also was sent to parents of pupils in the ET program. This sample of parents was, in like manner, selected randomly on a stratified basis.

Inquiries listed in Table 1 as numbers 11, 12, 13, and 14 were disseminated as one package to all 160[3] North Carolina school administrative units for the purpose of planning ET programs for the 1968-69 school year. Data in this report pertaining to enrollment, IQ test scores, academic achievement test scores, grouping arrangements, and program objectives were compiled largely from these inquiries.

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[2]The Section for the Education of Exceptionally Talented Children, State Department of Public Instruction, was awarded 240 teacher allotments (referred to as "Special State ET Allotments or Classes") by the State Board of Education to be assigned to qualifying local units. The terms "Non-special allotments" or "Non-State-supported classes" will refer to those ET teaching positions provided by "regular school," "local," "Title III," and "1 for 15" allotments.

[3]The count of units is as of May 1, 1968; subsequent mergers have altered the number slightly.

TABLE 1 "PENCIL-AND-PAPER" INQUIRIES

No.	Title of Inquiry	Referenced Appendix	Date of Circulation	Inquiry Completed By
1	Letter Requesting Lists of Reference Books	A-1	Nov. 6, 1967 - Nov. 28, 1967	Teachers of (ET) Pupils
2	Lists of Reference Books	A-2	Nov. 6, 1967 - Nov. 28, 1967	Teachers of (ET) Pupils
3	Student-Parent Evaluative Rating Scale	B	Oct. 1, 1967 - Apr. 30, 1968	Exceptionally Talented Pupils and their Parents
4	Answer Sheet for Barron-Welsh Art Scale	C	Oct. 1, 1967 - Apr. 30, 1968	Exceptionally Talented Pupils
5	Barron-Welsh Art Scale	*	Oct. 1, 1967 - Apr. 30, 1968	Exceptionally Talented Pupils
6	Watson-Glaser Critical Thinking Appraisal	*	Feb. 1, 1968 - May 30, 1968	Exceptionally Talented Pupils
7	Letter Requesting Inventory for Teachers of Exceptionally Talented (ET) Children	D-1	Apr. 3, 1968 - May 27, 1968	Teachers of (ET) Pupils
8	Inventory for Teachers of Exceptionally Talented (ET) Children	D-2	Apr. 3, 1968 - May 27, 1968	Teachers of (ET) Pupils
9	Conference Survey for Teachers of Exceptionally Talented Students	D-3	Apr. 3, 1968 - May 27, 1968	Teachers of (ET) Pupils
10	Teacher Evaluative Rating Scale	D-4	Apr. 3, 1968 - May 27, 1968	Teachers of (ET) Pupils
11	Letter Requesting Application for Personnel to Work with Exceptionally Talented Children	E-1	May 1, 1968 - June 20, 1968	Superintendents
12	Application for Personnel to Work with Exceptionally Talented Children	E-2	May 1, 1968 - June 20, 1968	Superintendents
13	Outline of Instructional Program for Exceptionally Talented Children	E-3	May 1, 1968 - June 20, 1968	Supervisors
14	Class Roster of Exceptionally Talented Children	E-4	May 1, 1968 - June 20, 1968	Supervisors & Teachers
15	Letter Requesting Lists of Teachers Assigned to Teach (ET) Pupils	F-1	Sept. 13, 1968 - Oct. 10, 1968	Supervisors
16	List of Teachers Assigned to Teach (ET) Pupils	F-2	Sept. 13, 1968 - Oct. 10, 1968	Supervisors
17	Letter Requesting Number of Students Enrolled in Non-State Supported (ET) Classes	G-1	Oct. 1, 1968 - Nov. 30, 1968	Supervisors and Superintendents
18	Number of Students Enrolled in Non-State Supported (ET) Classes	G-2	Oct. 1, 1968 - Nov. 30, 1968	Supervisors and Superintendents
19	Letter Requesting Roster of Students Enrolled in Non-State Supported (ET) Classes	H-1	Oct. 1, 1968 - Nov. 30, 1968	Teachers of (ET) Pupils
20	Roster of Students Enrolled in Non-State Supported (ET) Classes	H-2	Oct. 1, 1968 - Nov. 30, 1968	Teachers of (ET) Pupils

*Commercial tests not referenced in the Appendices.

After compilation of this data, inquiries 17, 18, 19, and 20 were aimed at obtaining an official count of ET pupils in "non-special-allotted classes." Inquiries 15 and 16 were made for the purpose of compiling a directory of teaching personnel.

In general, all of the above mentioned inquiries sought information pertaining to (1) pupils, (2) teachers, (3) resource materials, and (4) overall program expansion of the North Carolina Program for the Education of Exceptionally Talented Children.

PUPILS

ENROLLMENT

Overall percentages and numbers. An outlined history of enrollment figures, from both chronological and financial points of view, is reflected in Table 2. The chronological view is reflected by the comparison of enrollments of the eleven school years that the ET program has been in operation. The financial aspect is revealed by dividing the 1967-68 and 1968-69 enrollments into two categories: (1) the number of pupils enrolled in exceptionally talented classes supported financially by a "special State ET teacher allotment," and (2) the number of pupils enrolled in exceptionally talented classes supported by other sources of revenue. Table 2 shows that enrollment over the eleven-year period (in "special State-allotted ET classes") increased from 196 during the 1958-59 school year to 11,475 during the 1968-69 year. Prior to the 1967-68 school year, there was not enough information to estimate the number of pupils in "non-special-allotted classes." However, during the two years when information was available, 1967-68 and 1968-69, more pupils were enrolled in "special State-allotted ET classes." The combined number of pupils in "special-State" and "non-special-allotted ET classes," for both the above mentioned school years, was less than 1.5 percent of the North Carolina public school population.[4]

Overall enrollment by subject areas. Table 3 gives an overview of the types of classes, subject areas, or instructional blocks that were established for pupils enrolled in "special State-allotted

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[4]Percentage was computed using the September 30 total pupil enrollment figures for the respective years.

TABLE 2

PUPILS ENROLLED IN EXCEPTIONALLY TALENTED CLASSES--1958 - 1969

SCHOOL YEAR	NUMBER OF PUPILS ENROLLED IN SPECIAL STATE-ALLOTTED (ET) CLASSES[a]	NUMBER OF PUPILS ENROLLED IN NON-SPECIAL ALLOTTED (ET) CLASSES[b]	TOTAL NUMBER OF PUPILS ENROLLED IN (ET) CLASSES[b]	TOTAL PERCENTAGE OF THE N.C. PUBLIC SCHOOL POPULATION[b]
1968-69	11,475	4,362	15,837	1.33
1967-68	11,351	3,573[c]	14,924[c]	1.23
1966-67	10,397[c]			
1965-66	10,379[c]			
1964-65	8,810[c]			
1963-64	7,530[c]			
1962-63	5,206[c]			
1961-62	2,065[c]			
1960-61	414[c]			
1959-60	262[c]			
1958-59	196[c]			

(UNKNOWN)

[a]Compiled as of June 30 for the respective years.

[b]Compiled as of September 30 for the respective years.

[c]Approximated figures.

TABLE 3

NUMBER AND PERCENT OF PUPILS ENROLLED IN SPECIAL STATE-ALLOTTED EXCEPTIONALLY TALENTED CLASSES BY SUBJECT AREAS AND GRADE LEVELS

(As of June 30, 1968)

Grade Level	Types of Classes, Subject Areas, or Instructional Blocks																							
	Self Contained		Language Arts		Lang. Arts Soc. Stud.		Science		Math		Social Studies		Lang. Arts Fr. Lang.		Lang. Arts Math		Math Science		L.A., S.S. Math, Sci.		Math, Sci. Lang. Arts		Guidance		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2-6	1273	11.09	243	2.12	33	.29	171	1.49	94	.82					99	.86			23	.20	12	.10	50	.44	1998	17.41
7-8	724	6.31	557	4.85	1238	10.79	225	1.96	78	.68			31	.27	58	.51	112	.98	500	4.36	32	.28			3555	30.99
9-12			5046	43.97	158	1.38	155	1.35	185	1.61	54	.47			234	2.04	44	.38	46	.40					5922	51.60
TOTALS	1997	17.40	5846	50.94	1429	12.46	551	4.80	357	3.11	54	.47	31	.27	391	3.41	156	1.36	569	4.96	44	.38	50	.44	11475	100.00

ET classes" during the 1968-69 school year. It shows that 5,846 pupils (50.94%) were enrolled in language arts classes and that 5,046 of this group (43.97% of the overall total) were at grade levels 9 through 12. Self-contained classes had the second highest enrollment with 1,998 pupils; 1,273 of this number (11.09% of the overall total) were at grade levels 2 through 6. The third highest enrollment, 1,429 pupils, was in the language arts and social studies instructional block; 1,238 of this number (10.79% of the overall total) were at grade levels 7 through 8. Grade levels 9 through 12 had the highest enrollment irrespective of type of class or instructional block with 5,922 pupils. Grade levels 7 through 8 were second in this regard with 3,555 pupils, and grade levels 2 through 6 were third with 1,998.

SCORES ON QUALIFYING TESTS FOR ADMISSION TO THE PROGRAM

IQ test scores. A summary of the standardized group IQ test results is reflected in Table 4. The mean scores in this table indicate how the "typical" pupils scored, whereas the standard deviation scores approximate the distance in score points above and below the mean scores needed to define that "middle" IQ score range where the large majority of the pupils scored.[5] Therefore, the "typical" pupils scored above the minimum State standard of 120 IQ points; however, there were some pupils in the middle range that scored slightly below that standard. Moreover, the overall range of scores reflected in Table 4 indicates that some pupils in the exceptionally talented program scored noticeably below the 120 IQ test score.

Other information indicated that school administrators were more critical during the 1968-69 year

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[5]The large majority is equivalent to approximately 68 percent of the pupil population, at large.

TABLE 4

INTELLIGENCE QUOTIENT MEANS, STANDARD DEVIATIONS, AND RANGES[a]

(As of June 30, 1968)

Grade Level Block	Mean IQ Score	Standard Deviation	Range
2-6	126.81	7.61	98-164
7-8	126.07	6.52	99-171
9-12	125.52	6.64	102-161

[a]Pertains only to pupils who were in special State-allotted exceptionally talented classes (see Table 3 for N's).

TABLE 5

MEAN LEVELS OF ACADEMIC ACHIEVEMENT[a]

(As of June 30, 1968)

Grade Level Block		Mean Grade Equivalent Years
2-6	AT	2.2
7-8	GRADE	2.3
9-12	LEVEL	2.5

[a]Pertains only to pupils who were in special State-allotted exceptionally talented classes (see Table 3 for N's).

in regard to placing pupils with disqualifying scores in the program. Two percent of the school units reported mean IQ scores within the 115-119 IQ range; during the 1967-68 year 9% of the units reported means in that range. And during the 1966-67 year it was as much as 15%.

Academic achievement test scores. Table 5 gives the mean levels of academic achievement for exceptionally talented pupils as measured by standardized group achievement tests. At all grade level blocks, the mean level of achievement was at least 2.0 grade equivalent years above the actual grade level. This was well in advance of the minimum State standard which directs that a qualifying standardized group achievement test score would be one indicative of performance no lower than average in all areas of academics. Of course, the scores in Table 5 are means, and it is likely that a small minority of the pupils scored below the minimum State standard.

SCORES ON WATSON-GLASER CRITICAL THINKING APPRAISAL

Table 6 reports the general findings from performances by exceptionally talented pupils on the Watson-Glaser Critical Thinking Appraisal.[6] Until larger values of N can be obtained by continued testing, these results can be interpreted as tentative norms for the population of exceptionally talented pupils in "special State-allotted ET classes." The lowest mean raw score was produced by seventh and eighth graders in relatively large school administrative units. The highest mean raw score was produced by pupils in grade levels nine through twelve, and they were also from relatively large administrative units. Although the difference between these two mean scores may appear to be

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[6]Oscar Krisen Buros, editor, THE SIXTH MENTAL MEASUREMENT YEARBOOK, Highland Park, New Jersey: The Gryphon Press, 1965, pp. 1148-1149.

TABLE 6

MEAN RAW SCORES WITH CORRESPONDING STANDARD DEVIATIONS FROM THE WATSON-GLASER CRITICAL THINKING APPRAISAL

(Administered February 1968 thru May 1968)

		Grade Level Block						All Grade Levels Combined		
		7-8			9-12					
		N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
UNIT SIZE	Under 5,000 Pupils	74	67.82	3.39	61	62.65	9.24	135	65.48	10.4
	5,000 to 9,999 Pupils	82	67.01	8.68	(Not included in sample)			82	67.01	8.68
	10,000 Students and More	143	59.68	10.5	96	72.45	9.04	239	64.81	11.7
All Units Combined		299	63.70	10.8	157	68.64	10.3	456	65.40	10.9

meaningful by visual inspection, other conditions (unequal N's and different forms of the test) could have accounted for some of it. For this reason, a test of significance was deferred.

SCORES ON THE BARRON-WELSH ART SCALE

Table 7 reports scores made by ET pupils on the Barron-Welsh Art Scale,[7] a test which compares artistic design preferences with the design preferences of successful professionals in the fine arts field. The data in this table also can be considered as tentative norms for pupils in "special State-allotted ET classes." The higher mean raw scores indicate closer agreement between the preferences of the pupils and those of the professionals. A test of significance was deferred here for reasons cited above.

REFLECTIONS FROM A RATING SCALE

Three randomly selected groups completed the same rating scale. One group was composed entirely of ET pupils, whereas another group consisted of their parents and another of their teachers. The pupil group was asked to think about the "present time" in comparison to a time when they were not in an ET classroom. They were then asked to rate the "present time" by responding either "Greater" or "About the Same" or "Decreased" to 35 rating scale items.[8] The parent and teacher groups were asked the same general question; the only difference was that they were directed to think of their children or pupils,

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[7] Ibid., pp. 408-409.

[8] The scale is composed of loosely constructed items, not mutually exclusive, assembled in a rating scale format primarily to estimate an "opinion level of behavior" via jargon familiar to educators (reference appendices B and D).

TABLE 7

MEAN RAW SCORES WITH CORRESPONDING STANDARD DEVIATIONS FROM THE BARRON-WELSH ART SCALE

(Administered February 1968 thru May 1968)

UNIT SIZE	Grade Level Block: 2-6 N	2-6 Mean	2-6 S.D.	7-8 N	7-8 Mean	7-8 S.D.	9-12 N	9-12 Mean	9-12 S.D.	All Grade Levels Combined N	All Grade Levels Combined Mean	All Grade Levels Combined S.D.
Under 5,000 Pupils	32	20.78	13.7	89	29.31	12.0	87	30.33	11.9	208	28.42	12.7
5,000 to 9,999 Pupils	108	24.12	11.8	82	25.87	13.8	190	34.14	11.6	380	29.51	13.0
10,000 Students and More	80	24.27	11.4	74	26.87	13.0	93	30.31	12.5	247	27.32	12.6
All Units Combined	220	23.69	12.0	245	27.42	13.0	370	32.28	12.0	835	28.59	12.8

as the case may have been, in the categorized manner.

The tabulated results clearly indicated no difference between the ratings of the groups. Moreover, there was no incidence of any one item receiving a disproportionate share of ratings under one category. In sum, 65% of all item ratings were in the "Greater" category, 33% were in the "About the Same" category, and 2% registered in the "Decreased" category. Of course, the "Hawthorne Effect" was obvious in these findings; however, the results still indicate the overall degree to which individuals are willing to express their esprit de corps.

Finally, these ratings can be thought of as perceived indices of pupil success after placement in the ET program. Table 8 reflects the findings from the rating scales in this manner. All three groups--ET pupils, parents, and teachers--said, virtually, that success after placement was greater.

TABLE 8

RELATIVE SUCCESS OF PUPILS AFTER PLACEMENT IN THE EXCEPTIONALLY TALENTED PROGRAM[a]

As Indicated by the Pupils Themselves (N= 592)

Greater	About the Same	Decreased
59%	38%	3%

As Indicated by Their Teachers (N= 191)

Greater	About the Same	Decreased
80%	18%	2%

As Indicated by Their Parents (N= 302)

Greater	About the Same	Decreased
57%	41%	2%

[a]Compiled June 30, 1968.

RESULTS OF TEACHER QUESTIONNAIRE

Table 9 gives some characteristics of teachers in the North Carolina Program for the Education of Exceptionally Talented Children. A summary of the information reveals the following picture.

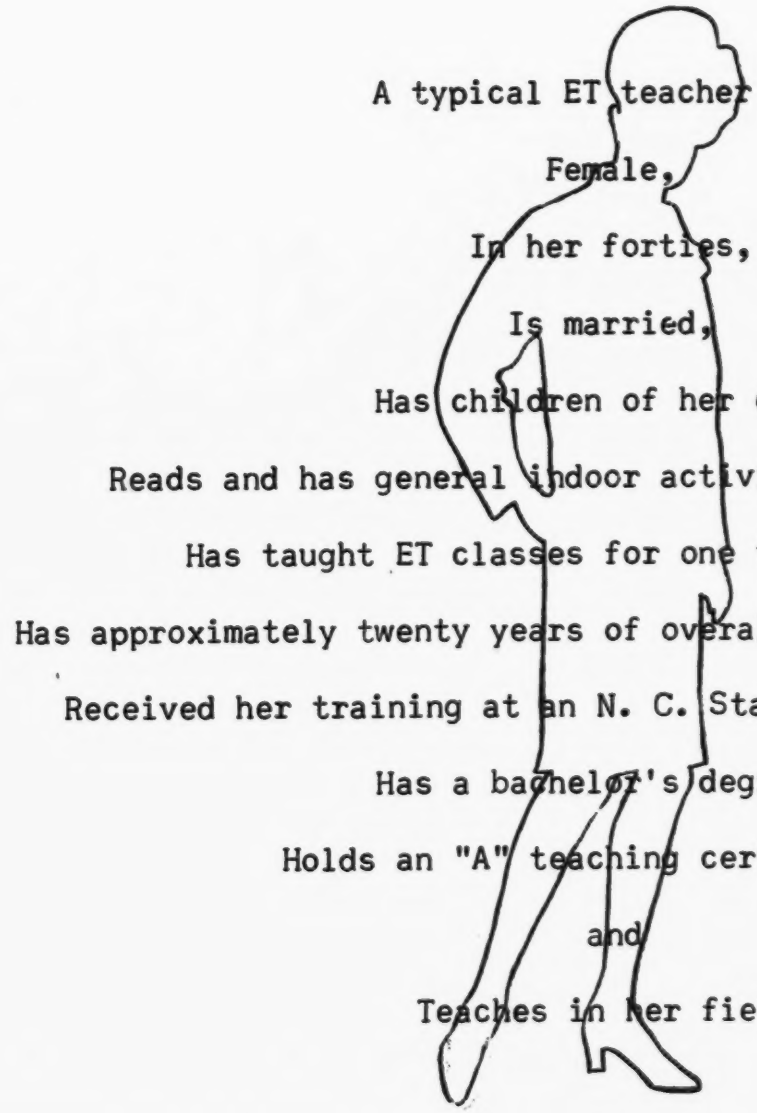
A typical ET teacher is a
Female,
In her forties,
Is married,
Has children of her own,
Reads and has general indoor activities for hobbies,
Has taught ET classes for one to three years,
Has approximately twenty years of overall teaching experience,
Received her training at an N. C. State-supported school,
Has a bachelor's degree,
Holds an "A" teaching certificate,
and
Teaches in her field.

TABLE 9

CHARACTERISTICS OF TEACHERS OF EXCEPTIONALLY TALENTED PUPILS

(As of April, 1968)

		N	%
SEX			
	Female	180	90
	Male	20	10
AGE			
	25 & under	21	10.5
	26-30	44	22
	31-35	16	8
	36-40	26	13
	41-45	25	12.5
	46 & over	64	32
	Not reported	4	2
MARITAL STATUS			
	Married	148	74
	Single	30	15
	Other	21	10.5
	Not reported	1	.5
CHILDREN			
	Yes	119	59.5
	No	75	37.5
	Not reported	6	3
*HOBBIES			
	Reading	120	60
	Indoors-general	153	76.5
	Outdoors-general	60	30
	Outdoors-active	32	30
	Outdoors-spectator	1	.5
	Miscellaneous	0	0
	Not reported	14	7

		N	%
TOTAL YEARS TEACHING ET CLASSES			
	One	53	26.5
	Two	35	17.5
	Three	28	14
	Four	23	11.5
	Five	22	11
	Six	9	4.5
	More than six	24	12
	Not reported	6	3
TOTAL YEARS TEACHING			
	One	7	3.5
	Two	9	4.5
	Three	10	5
	Four	13	6.5
	Five	12	6
	Six-Nine	37	18.5
	Ten-Fourteen	35	17.5
	Fifteen-Nineteen	24	12
	Twenty and over	52	26
	Not reported	1	.5

		N	%
*UNDERGRADUATE TRAINING			
	N.C. State School	113	56.5
	N.C. Private School	78	39
	Out-of-State	48	24
	Out-of-Country	2	1
	Not reported	0	0
*GRADUATE TRAINING			
	N.C. State School	108	54
	N.C. Private School	24	12
	Out-of-State	34	17
	Not reported	66	33
HIGHEST DEGREE HELD			
	Bachelors	135	67.5
	Bachelors+	3	1.5
	Masters	61	30.5
	Masters+	1	.5
	Not reported	0	0
TEACHING CERTIFICATE HELD			
	Graduate	55	27.5
	"A"	142	71
	Less than "A"	2	1
	Not reported	1	.5
TEACHING IN CERTIFIED FIELD			
	In field	160	80
	Out of field	9	4.5
	Out of field some subject areas.	31	15.5

*The N's are not mutually exclusive.

RESULTS OF TEACHER CONFERENCE SURVEY

The percentages circled below in Table 10 can be interpreted as some of the main considerations which would foster good attendance of teachers at a conference. This information is inserted especially for those interested North Carolina educators who have queried the State Department office about the feasibility of having such conferences.

TABLE 10

RESULTS OF TEACHER CONFERENCE SURVEY

(As of April, 1968)

	Preference	% Favoring
SCOPE	State-wide	(47.4)
	Regional	(40.3)
	Local	10.4
	None of above	1.3
FREQUENCY	Annually	(46.1)
	Semiannually	(31.2)
	Annually during summer	3.3
	2-3 times per year, summer included	11.0
	At least quarterly	7.1

	Preference	% Favoring
TIME OF WEEK	One weekday	(32.5)
	Two or more weekdays	17.5
	Friday	(29.2)
	Weekend beginning Friday	14.9
	Saturday	4.6

	Preference	% Favoring
TOPIC	Curriculum methods and techniques	(55.8)
	Counseling and guidance	2.6
	Research	2.6
	Any combination of above	(38.3)
CONFERENCE HIGHLIGHT	A nationally known authority	(68.2)
	Opportunity for active teacher participation	17.5

RESOURCE MATERIALS

Teachers of ET pupils were asked to list three books that they considered most valuable for their pupils, books that they would not recommend for pupils in the regular classrooms. A bibliography was compiled from these listings (276 in all) and published under separate cover.[9] The reader is invited to examine this bibliography in its entirety, as its listings are varied and none were selected often enough to be considered popular within the group of teachers.

However, for those North Carolina educators who have expressed an interest in the relative cost of resource materials for ET classes, Table 11 gives a statistical summary of prices for the listings. Some of the mean prices shown are noticeably higher than others, e.g., junior high language and social studies materials. These include retail prices for entire volumes and series of materials. With these exceptions, the prices in Table 11 can be interpreted as approximates of costs for single items of resource materials that were used in ET classrooms.

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[9]North Carolina State Department of Public Instruction, READING MATERIALS FOR EXCEPTIONALLY TALENTED CHILDREN, Raleigh: The Section for the Education of Exceptionally Talented Children, 1968.

TABLE 11

SUMMARY OF PRICES OF RESOURCE MATERIALS
CONSIDERED MOST VALUABLE FOR EXCEPTIONALLY TALENTED PUPILS[a]

(1967-1968 School Year)

	LANGUAGE		SOCIAL STUDIES		SCIENCE		MATHEMATICS	
	Number	Mean Price	Number	Mean Price	Number	Mean Price	Number	Mean Price
Elementary	19	$ 3.62	13	$ 9.21	20	$ 4.57	5	$ 2.39
Junior High	23	$11.14	12	$14.08	21	$ 5.10	7	$ 3.20
Senior High	104	$ 7.47	17	$ 7.30	18	$ 6.73	17	$ 3.76

[a]As stated by their teachers.

OVERALL PROGRAM EXPANSION

FUNDING OF TEACHER ALLOTMENTS

Table 12 illustrates that program expansion in recent school years has been limited to areas funded by means other than special State ET teacher allotments. Although "special State ET allotted teachers" continued to comprise one-half of all such allotments for ET classes, "regular school Teacher allotments" increased from 29.63% to 35.56% of all allotments. Allotments under "Title III, ESEA," increased by one, whereas "1 for 15" allotments remained the same, and allotments under "local funds" decreased by six.

EFFECTIVENESS IN REACHING "ELIGIBLE" PUPILS

Figures 1, 2, and 3 compare pupil enrollments in school administrative units that received ET State teacher allotments for the 1968-69 school year. From the data in these figures, the following interpretations seem plausible: (1) Only a small percentage of the pupil population was enrolled in ET classes; (2) By inspection, the smaller administrative units had greater enrollment percentages than the larger units; (3) The vast majority of all units had not expanded their ET programs by using non-state sources of revenue.

In view of the national estimate that 10% of the pupil population, at large, is eligible for a program of academic instruction similar to the one proposed in North Carolina,[10] interpretations (1) and (3) are major program weaknesses.

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[10]Edd McBride, editor, A GUIDE FOR THE EDUCATION OF EXCEPTIONALLY TALENTED STUDENTS, Raleigh: North Carolina Department of Public Instruction, Section for the Education of Exceptionally Talented Children, September, 1968, 74 pp.

TABLE 12

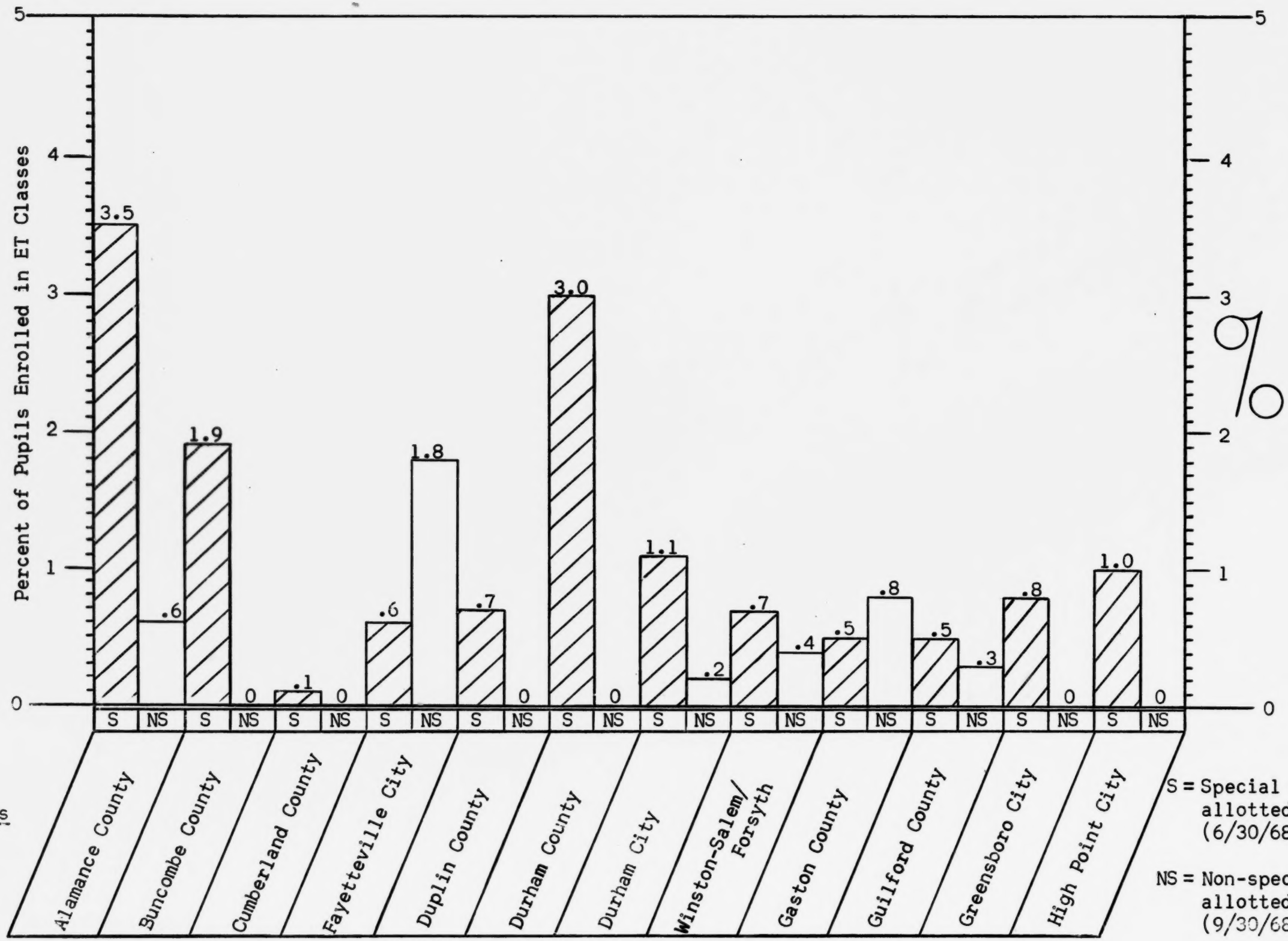
DISTRIBUTION OF TEACHING POSITIONS FOR
EXCEPTIONALLY TALENTED CLASSES OVER A FOUR-YEAR PERIOD[a]

		1965-1966		1966-1967		1967-1968		1968-1969	
		N	%	N	%	N	%	N	%
Special State Allotted (ET) Teacher Allotments		237	75.00	238	72.34	239	63.23	239	59.01
Non-Special Allotted (ET) Teacher Allotments	Regular School	59	18.67	80	24.32	112	29.63	144	35.56
	Local Funds	20	6.33	8	2.43	16	4.23	10	2.47
	1 for 15			3	.91	3	.79	3	.74
	Title III					8	2.12	9	2.22
GRAND TOTAL		316	100.00	329	100.00	378	100.00	405	100.00

[a]Compiled June 30, 1968, for State-allotted classes and September 30, 1968, for non-State allotted classes.

FIGURE 1

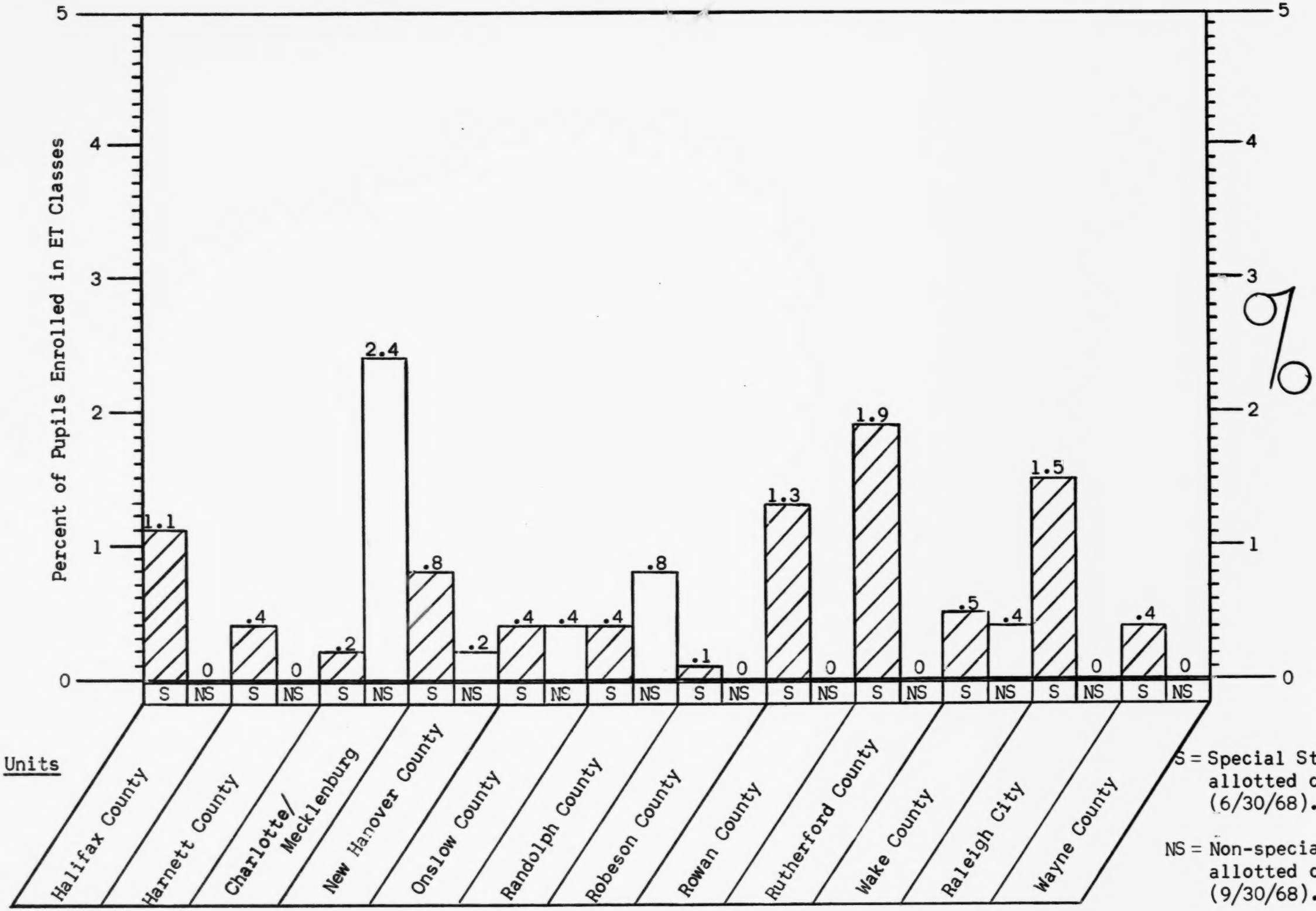
A COMPARISON OF EXCEPTIONALLY TALENTED PUPIL ENROLLMENT
IN RELATIVELY LARGE-SIZED ADMINISTRATIVE UNITS*



...re than 10,000 pupils.

FIGURE 1, Continued

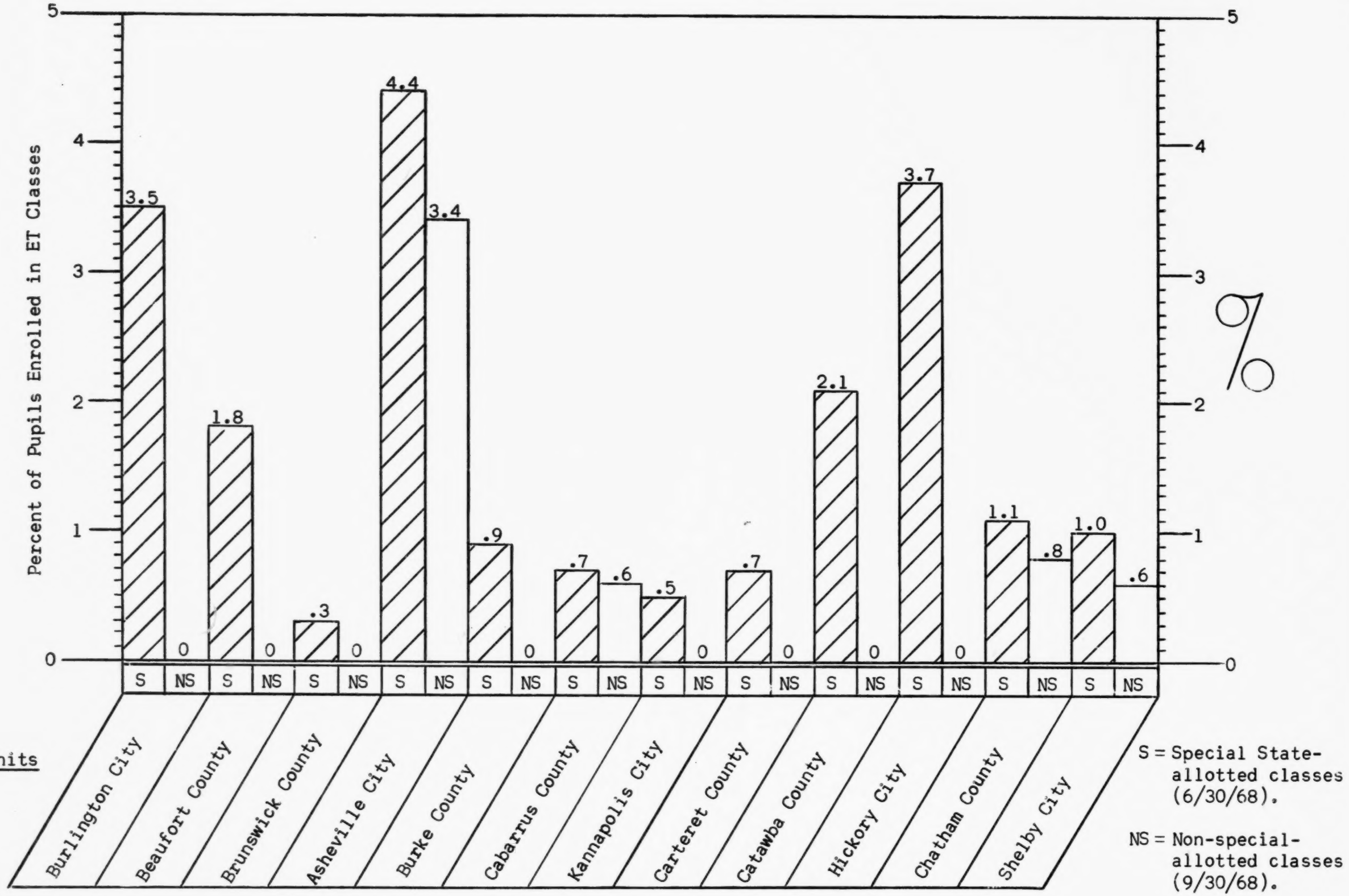
(Large-Sized Units)



*More than 10,000 pupils.

FIGURE 2

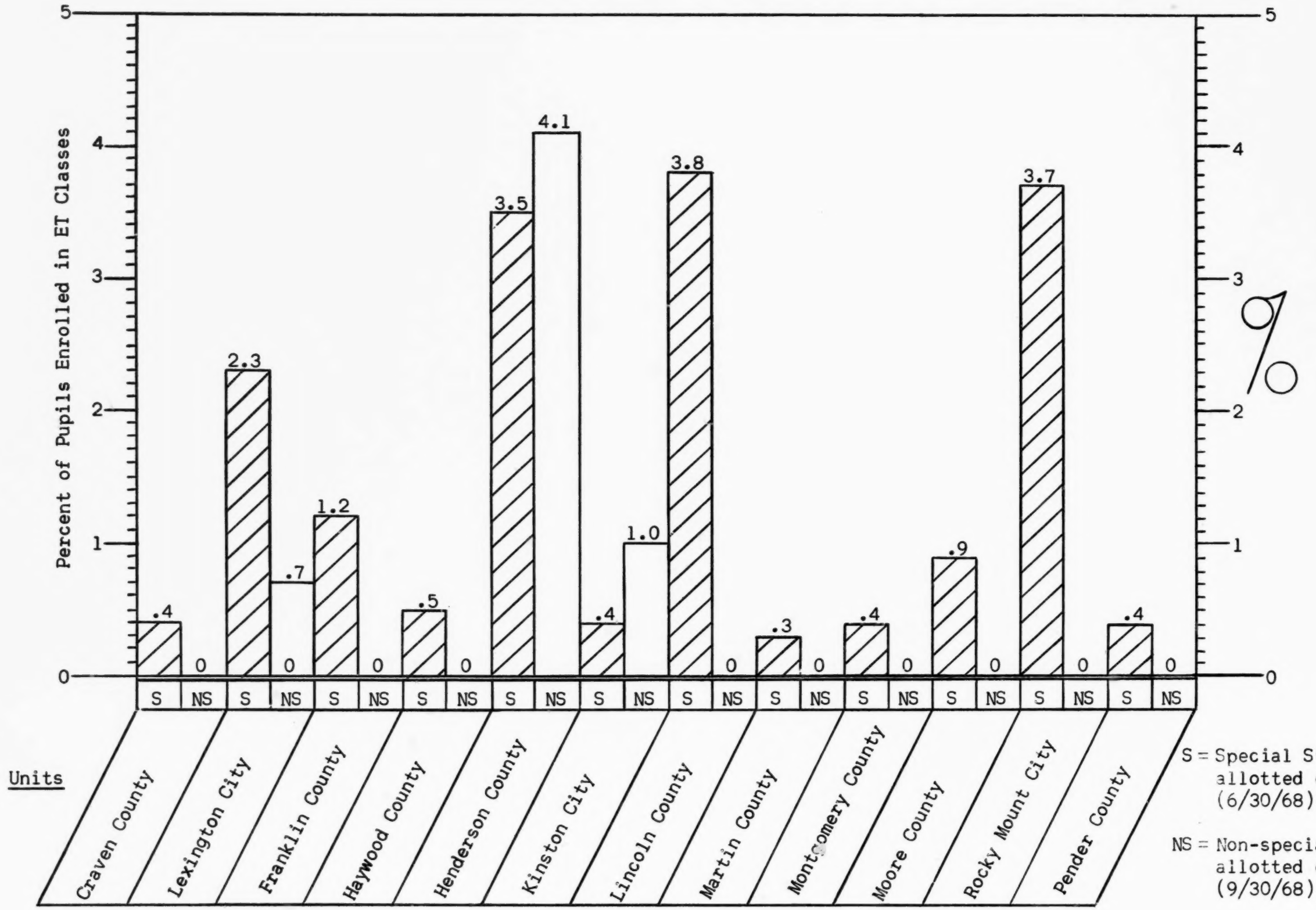
A COMPARISON OF EXCEPTIONALLY TALENTED PUPIL ENROLLMENT
IN RELATIVELY MEDIUM-SIZED ADMINISTRATIVE UNITS*



*5,000 to 9,999 pupils.

FIGURE 2, Continued

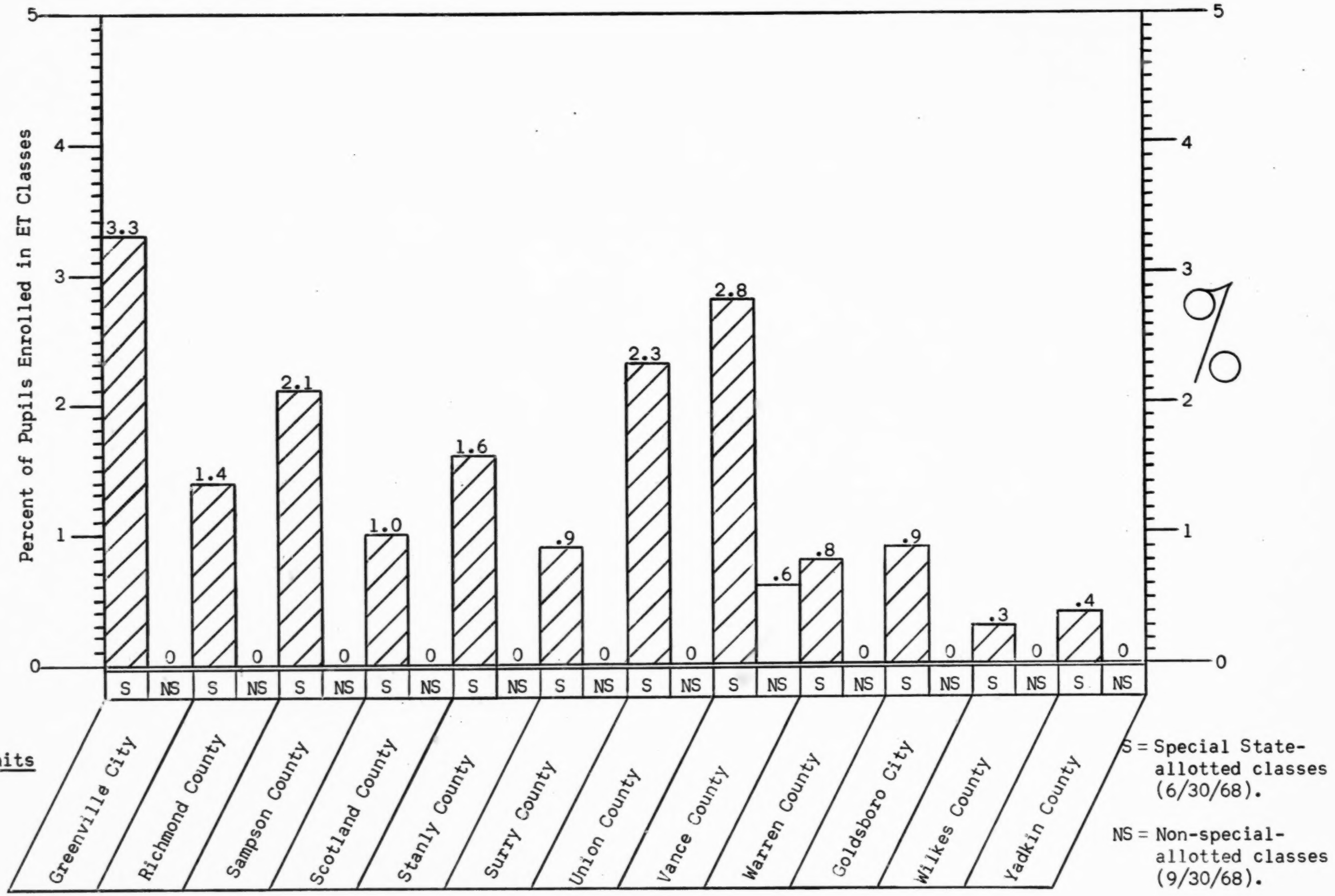
(Medium-Sized Units)



*5,000 to 9,999 pupils.

FIGURE 2, Continued

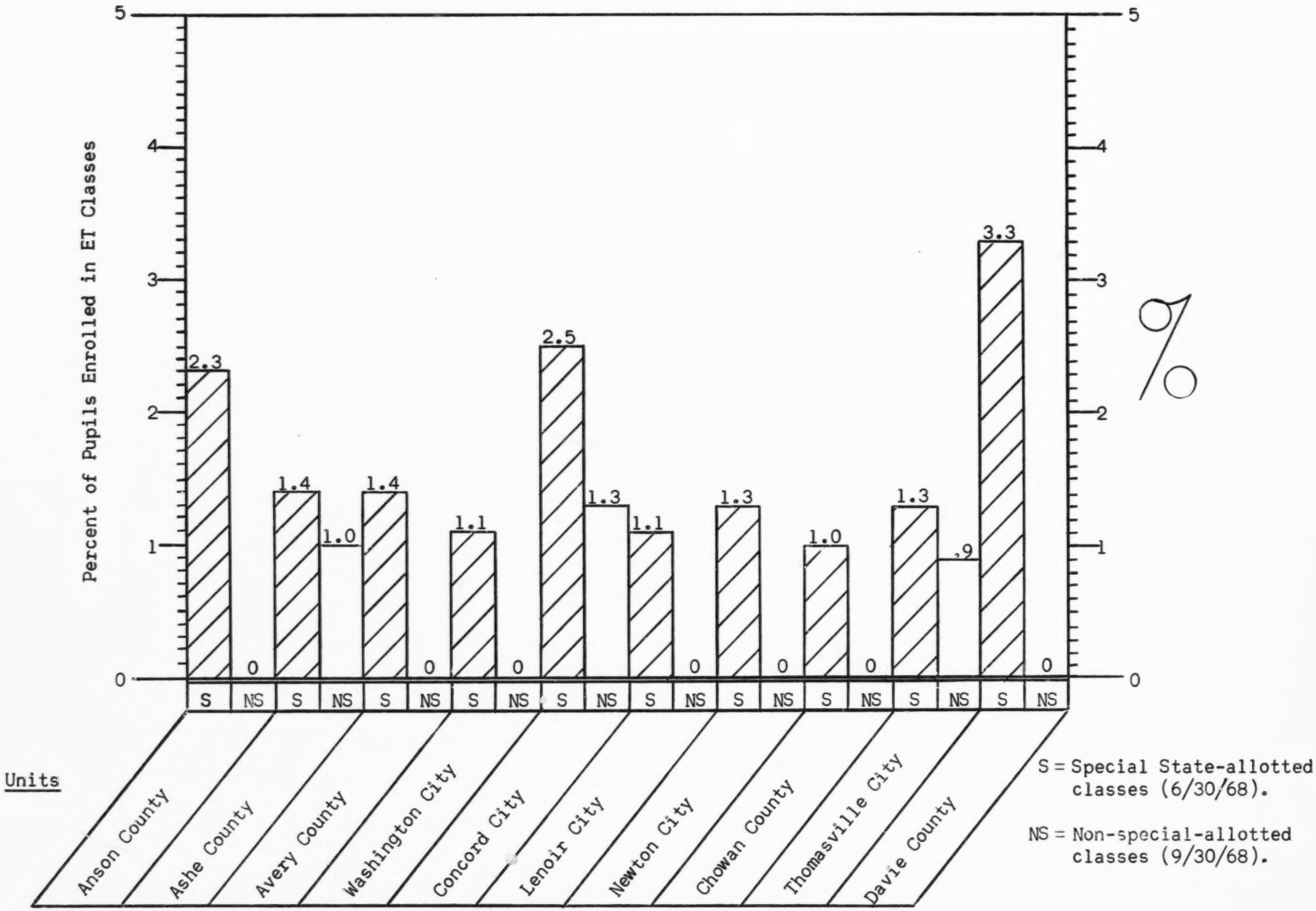
(Medium-Sized Units)



*5,000 to 9,999 pupils.

FIGURE 3

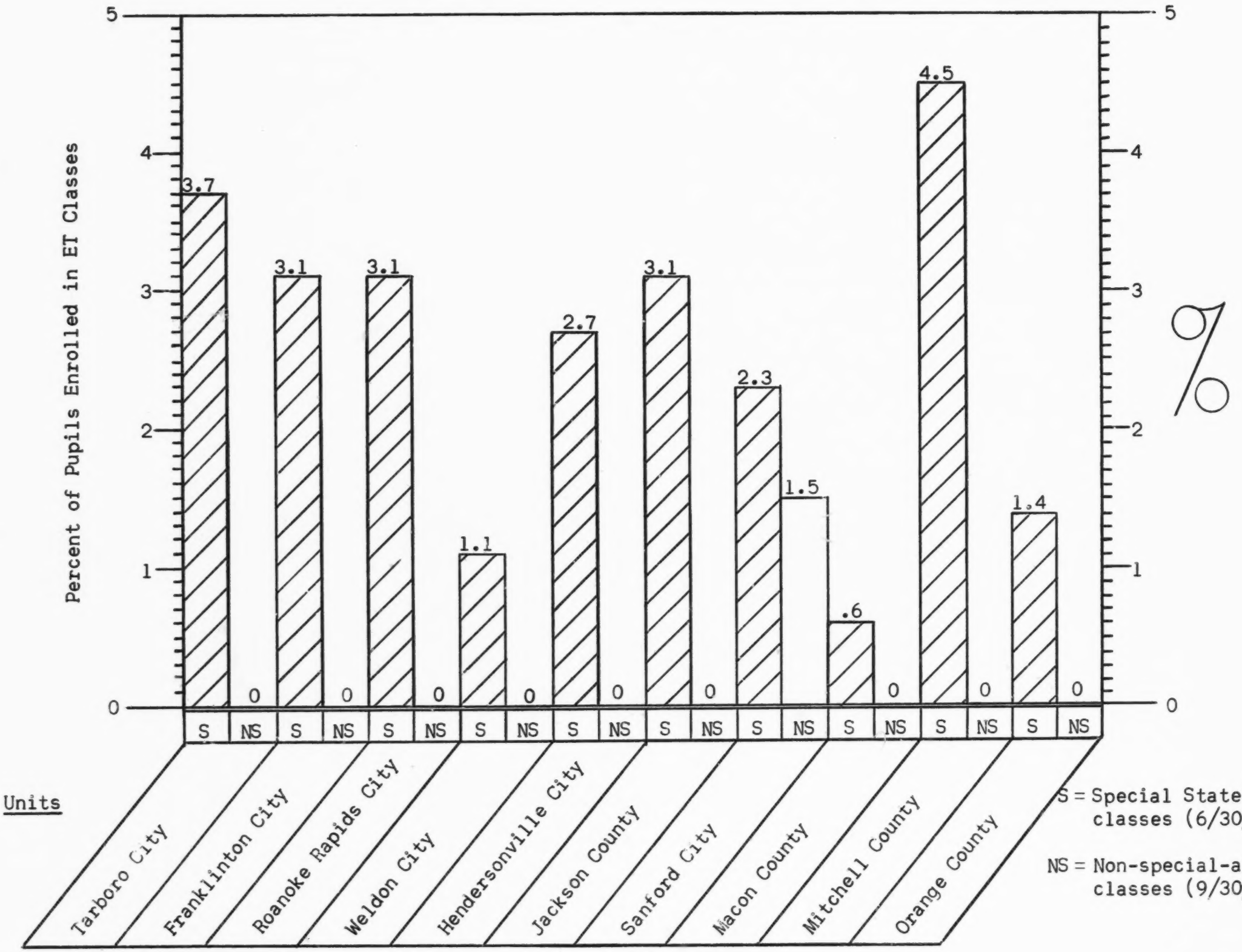
A COMPARISON OF EXCEPTIONALLY TALENTED PUPIL ENROLLMENT
IN RELATIVELY SMALL-SIZED ADMINISTRATIVE UNITS*



*Less than 5,000 pupils.

FIGURE 3, Continued

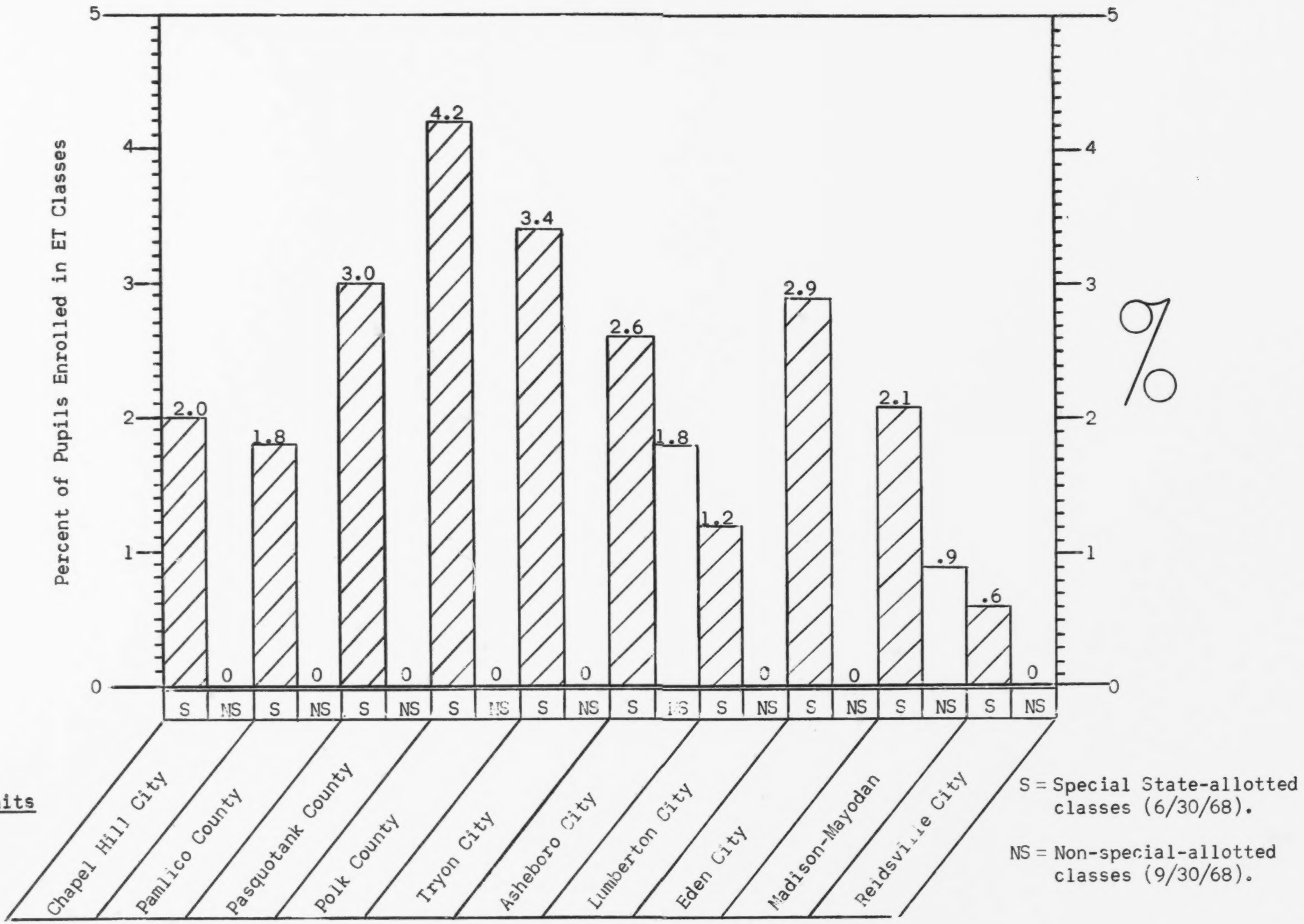
(Small-Sized Units)



*Less than 5,000 pupils.

FIGURE 3, Continued

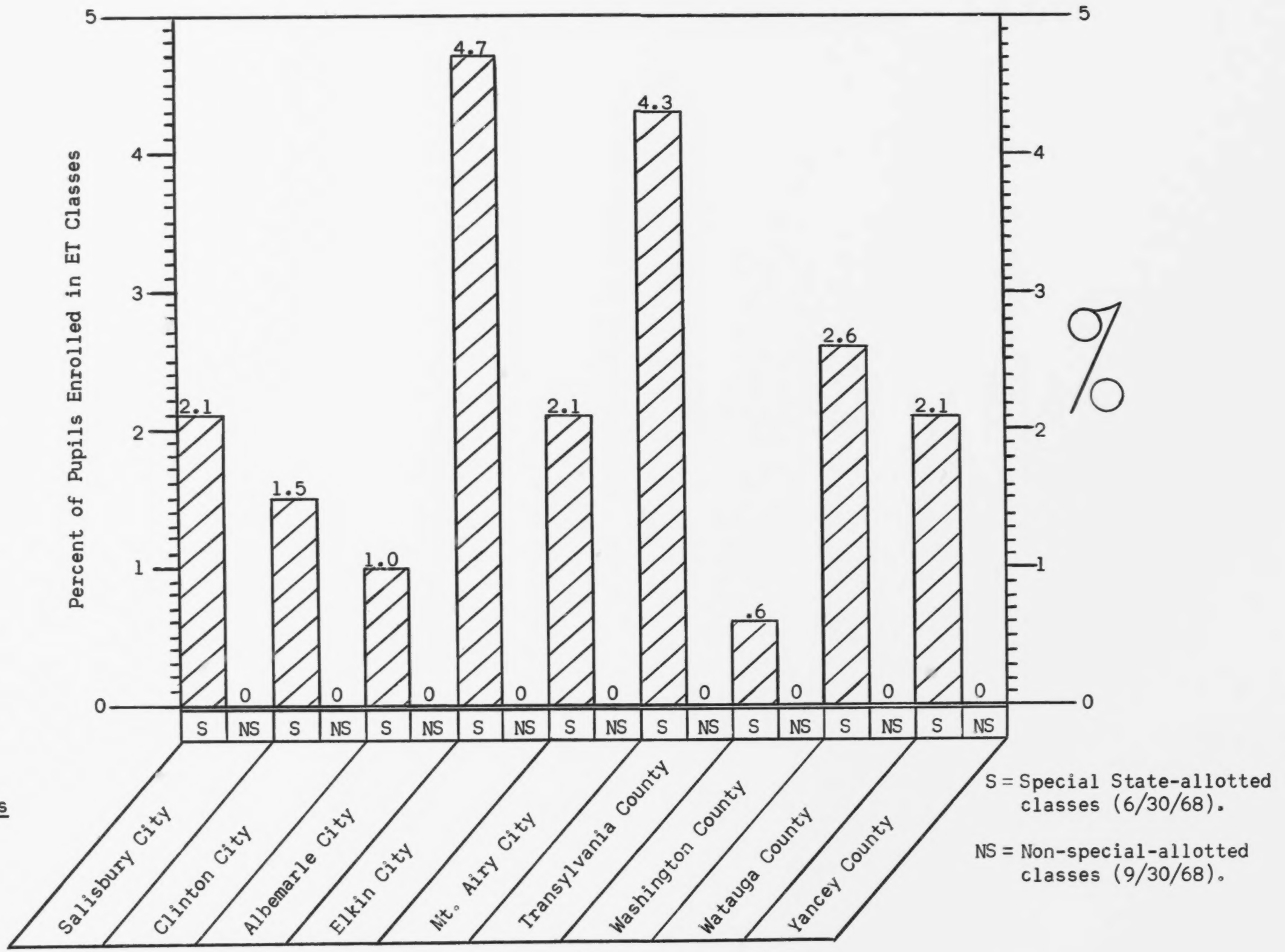
(Small-Sized Units)



*Less than 5,000 pupils.

FIGURE 3, Continued

(Small-Sized Units)



Units

S = Special State-allotted classes (6/30/68).

NS = Non-special-allotted classes (9/30/68).

*Less than 5,000 pupils.

CONCLUDING STATEMENTS

PUPILS

This report, like its three predecessors, has shown that the "typical" pupil enrolled in a North Carolina exceptionally talented classroom has qualified for admission in accordance with the governing directive, Article 38, Public School Laws of North Carolina. Although continued effort is needed to maintain compliance with these admission requirements, school administrators should now be concerned about the effectiveness of the ET curriculum. Pupils, teachers, and parents have expressed approval with the overall program; but is "approval" enough? What else should be considered in a specific discussion about curriculum effectiveness? What is the degree of effectiveness that can be obtained when the ET curriculum is offered to eligible pupils within the regular classroom; that is, in a setting where most of the pupils would be thought of as ineligible? How does this degree (when converted to measureable units) compare with the degree of effectiveness when the pupils are grouped in homogeneous classrooms? School administrators are urged to initiate research studies which will answer some of these pressing questions before they make administrative decisions.

TEACHERS

Can teachers do the job? According to this data, teachers currently employed possess the training and general experience to function admirably as teachers in general. However, in a survey of ET teachers, over fifty percent of them requested information about curriculum methods and techniques for teaching ET pupils (see Table 10). This can be interpreted as an indication of zeal and eagerness on their part to maintain a high level of competency. On the other hand, it could signal their own

perceived inability to instruct ET pupils effectively. In any case, the large implication here is for specialized in-service training.

RESOURCE MATERIALS

Are resource materials currently in use by ET pupils adequate? Cursory inspection of the ET publication Reading Materials for Exceptionally Talented Children shows the content of these materials to be adequate; however, the process by which the content is being implemented has yet to be investigated. The process of implementation raises another question concerning the effectiveness of the ET curriculum, the area which deserves our emphasis at the present time.

PROGRAM EXPANSION

Two major weaknesses in this regard have already been mentioned on page 21 of this report.

APPENDIX A-1

November 6, 1967

We are going to develop a list of reference materials for you teachers of exceptionally talented students. To do this we think that the best resource for this list is the materials that you are now using in your classes. We believe you can help other teachers.

Would you please list <u>at least three</u> (3) (more if you wish) of those materials that you have found to be valuable and send it to us. We will send you a combined list in the near future.

Sincerely yours,

Gene Burnette, Director
Section for the Education of
Exceptionally Talented Children

GB:jcf

Enclosure

APPENDIX A-2

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
SECTION FOR THE EDUCATION OF
EXCEPTIONALLY TALENTED CHILDREN

(Lists of Reference Books)

Name_____ School_____

Grade Level(s)_____ Subject Area(s)_____

Source of Funds for Materials_____

Please list the three (3) books that you consider to be the best for your exceptionally talented classes. Do not list those books that you would recommend for all students.

I. Name of Book_____ Approximate cost_____

Author and Copyright Date_____

Publisher and Address_____

Observations:

II. Name of Book_____ Approximate cost_____

Author and Copyright Date_____

Publisher and Address_____

Observations:

III. Name of Book_____ Approximate cost_____

Author and Copyright Date_____

Publisher and Address_____

Observations:

Please return by November 17, 1967.

APPENDIX B

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
SECTION FOR THE EDUCATION OF
EXCEPTIONALLY TALENTED CHILDREN

(Student-Parent Evaluation)

Name_____ Grade Level_____

School_____ Date_____

Check one: Parent_____ Student_____

Directions:
Think of yourself (your child) at the present time in comparison to the time when you were not in an exceptionally talented class. Rate yourself on the items listed below. Place the number 1, 2, or 3 on the line before each item.

(1) greater (2) about the same (3) decreased

1. _____Interest in school

2. _____Motivation for learning

3. _____Enjoyment of learning

4. _____Knowledge of his strengths and weaknesses

5. _____Breadth and depth of knowledge in subject areas

(Rate each area)

_____Science

_____English

_____Social Studies

_____Mathematics

_____Fine Arts (music, drama, etc.)

6. _____Acceptance of responsibility

7. _____Respect for others and their rights

8. _____Curiosity regarding new and old ideas

9. _____Self discipline

10. _____Ability to stick to a task until it is completed

11. _____Ability to see relationships (how things fit together in a situation)

12. _____Ability to make generalizations (make a general statement based on facts)

13. _____Leadership ability

14. _____Ability to work well by himself

15. _____Ability to recognize the difference between facts and opinions

16. _____Ability to find information for himself

17. _____Explore independently many areas of interest

18. _____Has the respect of other students

19. _____Gets along well with his teachers

20. _____Interest in reading

21. _____Concern over school grades

22. _____Study skills and reading habits

23. _____Ability to express clearly one's ideas and thoughts

24. _____Ability to communicate with others of like ability or with similar interest

25. _____Sensitivity to others and to their needs

26. _____Ability to follow

27. _____Ability to think things through for himself

28. _____Acceptance of criticism and suggestions

29. _____Participation in group discussions

30. _____Sense of values

SECTION II: Please answer the following questions

1. Did participation in the special class create problems for you (your child)?

YES_____ NO_____

List problems:

APPENDIX C

ANSWER SHEET FOR THE BARRON-WELSH ART SCALE

(Revised with the permission of the author)

DIRECTIONS: Be sure to fill in your name and other information requested. Then answer LIKE (L) or DON'T LIKE (D) for each drawing by making a heavy mark in the appropriate box, as in the example at right.

Example Only

	1	2	3
L	■		
D			

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
L																				
D																				

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
L																				
D																				

	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
L																				
D																				

	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
L																				
D																				

	81	82	83	84	85	86
L						
D						

NAME (Please Print) _____ DATE OF BIRTH _____ AGE _____ SEX _____ DATE OF TESTING _____ RAW SCORE _____

SCHOOL _____ COUNTY OR CITY _____ GRADE LEVEL _____ SUBJECT AREA _____

FOR TEACHER OR EXAMINER USE ONLY

ACHIEVEMENT TEST DATA

NAME	FORM	LEVEL	SCORE	G.E.	STANINE	%TILE	DATE	REMARKS

MENTAL ABILITY TEST DATA

NAME	FORM	LEVEL	SCORE	M.A.	C.A.	IQ	DATE	REMARKS

FOR SCORING RETURN TO: Section for the Education of
Exceptionally Talented Children
Division of Instructional Services
Department of Public Instruction
Raleigh, North Carolina 27605

APPENDIX D-1

April 3, 1968

We are trying to learn more about you teachers who are teaching exceptionally talented children. It is our belief that teachers of exceptionally talented children, as a group, differ from teachers of other students. We already know that you (generally speaking) prefer to teach exceptionally talented children rather than a regular group of students. In addition, we would like to know other differences. We think the differences will be highly positive in direction.

In addition we would like your thoughts on future conferences.

If you will complete the enclosed forms and return to us by April 15, we will let you know the results.

Thanks for doing a good job.

Sincerely yours,

Gene Burnette, Director
Section for the Education of
Exceptionally Talented Children

GB:jcf

Enclosures 3

APPENDIX D-2

INVENTORY FOR TEACHERS OF EXCEPTIONALLY TALENTED CHILDREN

Section for the Education of Exceptionally Talented Children
Division of General Education
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Purpose and Instructions: This inventory solicits information which could be considered baseline data. Since you are a teacher who is already involved in the exceptionally talented program, information of this kind will enable this section to be better informed about the teacher characteristics that are favorable for program expansion. Your cooperation in this research endeavor is greatly appreciated. Kindly fill in the blanks below and mail the completed inventory to the above address.

1. SEX_____ 2. AGE_____ 3. MARITAL STATUS_____
(Married, single, etc.)

4. CHILDREN_____ _____ 5. HOBBIES_____
(Yes) (No)

6. TOTAL NUMBER OF YEARS TEACHING EXCEPTIONALLY TALENTED CHILDREN_____

7. TOTAL NUMBER OF YEARS TEACHING IN GENERAL_____

8. UNDERGRADUATE EDUCATIONAL BACKGROUND:

College or University	of City & State	Total Hours*	Total Hours in Major*	Major	Degree

9. GRADUATE EDUCATIONAL BACKGROUND:

College or University	of City & State	Total Hours*	Total Hours in Major*	Major	Degree

10. PRESENTLY TEACHING EXCEPTIONALLY TALENTED CHILDREN (CHECK ONE):

IN FIELD_____ IN AND OUT OF FIELD_____ OUT OF FIELD_____

11. PRESENTLY IN A TEACHING POSITION WITH (CHECK ONE):

A GRADUATE CERTIFICATE_____ AN "A" CERTIFICATE_____

LESS THAN AN "A" CERTIFICATE_____

*Suffix number of hours with S for semester hours and Q for quarter hours.

APPENDIX D-3

CONFERENCE SURVEY FOR TEACHERS OF EXCEPTIONALLY TALENTED STUDENTS

Section for the Education of Exceptionally Talented Children
Division of General Education
North Carolina Department of Public Instruction
Raleigh, North Carolina 27602

Purpose and Instructions: This survey is aimed at determining your interests in regard to teacher conferences. Information of this kind will foster the planning functions of this office and make these conferences more enjoyable and worthwhile. Place a check mark (✓) in the one block of each item which best sums up your interests. Kindly mail the completed survey to the above address.

1. I am in favor of:

☐ (a) A state-wide conference for teachers of exceptionally talented students.

☐ (b) A regional conference for teachers of exceptionally talented students.

☐ (c) A conference for teachers of exceptionally talented students who are in my school administrative unit.

☐ (d) None of the above. (If you check this block, the remainder of the survey is not applicable.)

2. I would prefer that this conference be held:

☐ (a) Annually, during the school year.

☐ (b) Semiannually during the school year.

☐ (c) Annually during the summer vacation months.

☐ (d) Two or three times a year with one conference during the summer vacation months.

☐ (e) At least quarterly.

3. I would also prefer that this conference be held:

☐ (a) For one day (Monday through Thursday).

☐ (b) For two or more days, Monday through Thursday.

☐ (c) For one day on Friday.

☐ (d) For two or more days beginning on Friday.

☐ (e) Only on Saturdays.

4. I would like for the topic of the first conference to focus primarily on:

   ☐ (a) Curriculum methods and techniques in teaching the exceptionally talented student.

   ☐ (b) Counseling and guidance methods for the exceptionally talented.

   ☐ (c) Current research studies relevant to exceptionally talented students.

   ☐ (d) Any combination of the above three.

5. My chances of attending would be greater if the program:

   ☐ (a) Centered around a nationally known authority on teaching the exceptionally talented student.

   ☐ (b) Provided me with the opportunity to participate actively.

6. (For this question, complete the following sentence in as few words as possible.)

   WHEN I LEAVE THIS FIRST CONFERENCE, I HOPE TO BE ABLE TO . . . .

_____ _____ (Optional)
Name

_____
Date

APPENDIX D-4

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
SECTION FOR THE EDUCATION OF
EXCEPTIONALLY TALENTED CHILDREN

Grade Level_____ Subject Area_____

Directions:
Please compare your present exceptionally talented class with a regular class you have taught. Place the number 1, 2, or 3 on the line before each item.

(1) greater than a regular class (2) about the same as a regular class

(3) less than a regular class

1. _____Interest in school

2. _____Motivation for learning

3. _____Enjoyment of learning

4. _____Knowledge of his strengths and weaknesses

5. _____Breadth and depth of knowledge in subject areas

(Rate each area taught)

_____Science

_____English

_____Social Studies

_____Mathematics

_____Fine Arts (music, drama, etc.)

6. _____Acceptance of responsibility

7. _____Respect for others and their rights

8. _____Curiosity regarding new and old ideas

9. _____Self discipline

10. _____Ability to stick to a task until it is completed

11. _____Ability to see relationships (how things fit together in a situation)

12. _____Ability to make generalizations (make a general statement based on facts)

13. _____Leadership ability

14. _____Ability to work well by themselves
15. _____Ability to recognize the difference between facts and opinions
16. _____Ability to find information for themselves
17. _____Explore independently many areas of interest
18. _____Has the respect of other students
19. _____Gets along well with their teachers
20. _____Interest in reading
21. _____Concern over school grades
22. _____Study skills and reading habits
23. _____Ability to express clearly their ideas and thoughts
24. _____Ability to communicate with others of like ability or with similar interest
25. _____Sensitivity to others and to their needs
26. _____Ability to follow the lead of others
27. _____Ability to think things through for themselves
28. _____Acceptance of criticism and suggestions
29. _____Participation in group discussions
30. _____Sense of values

SECTION II: Please answer the following questions:

1. Is this program needed? Yes____ No____
2. Will this program help reduce the drop-out rate? Yes____ No____
3. Will this program increase the chances of exceptionally talented students going to college? Yes____ No____
4. Will this program increase the chances of exceptionally talented students graduating from college? Yes____ No____

APPENDIX E-1

April 30, 1968

TO: County and City Superintendents

FROM: Charles F. Carroll, State Superintendent of Public Instruction

SUBJECT: Application Forms of Teacher Allotments, Exceptionally Talented Children

Forms are enclosed for your use in requesting teacher allotments for Exceptionally Talented classes during the 1968-69 school year. Would you assess your needs in this area, complete and return the enclosed forms not later than May 24, 1968.

If you have any questions concerning the application forms, contact Dr. Gene Burnette, Director, Section for the Education of Exceptionally Talented Children.

APPENDIX E-2

FORM ET-1 APPLICATION FOR PERSONNEL TO WORK WITH EXCEPTIONALLY TALENTED CHILDREN UNDER PROVISIONS OF ARTICLE 38, CHAPTER 115 NORTH CAROLINA GENERAL STATUTES

(File four copies with the State Superintendent of Public Instruction, Raleigh, North Carolina, prior to May 24, 1968.)

The _____ Board of Education hereby applies to the State Board of Education for allotment of _____ teaching positions for Exceptionally Talented Children.

I. LIST USES TO BE MADE OF ALLOTTED POSITIONS

	School(s)	Positions Allotted for 1967-68			Positions Requested for 1968-69		
		No. Positions	Grade Level	Subject Matter Area(s) and Type of Class	No. Positions	Grade Level	Subject Matter Areas(s) and Type of Class
Ex. 1	Glade High Green Acres Sands Point	1	7-8	Math (Itinerant)	1	7-8	Math (Itinerant)
Ex. 2	Blue Ridge				1	6	Self-contained
Ex. 3	Sea View	1	7	Math-Science (Block)	1	8	Math-Science (Block)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
TOTAL							

II. SUPERVISION: What person is given responsibility for program development?

a) Name_____

b) Position_____

c) Amount of time allotted per month_____

III. STAFF: On what basis are teachers selected?

IV. EVALUATION: What are the procedures to be used to determine the effects of the instructional program?

V. We agree that on the tenth (10th) day of the school year, the State Superintendent of Public Instruction will be notified of any unfilled State allotted positions and that such positions will be released for re-allotment.

_____ _____

Superintendent Date

_____ _____

Chairman, Board of Education Date

For Use By State Department of Public Instruction

Total Position(s) Approved: _____

Remarks:

_____ _____

Date of Approval State Superintendent of Public Instruction

APPENDIX E-3

FORM ET-2: OUTLINE OF INSTRUCTIONAL PROGRAM FOR EXCEPTIONALLY TALENTED CHILDREN

DIRECTIONS: Please complete one copy of this form for each teaching position (allotment) requested. Attach to this form the class roster(s) Form ET-3 of pupils enrolled in the program described below. Submit all forms to the State Superintendent of Public Instruction prior to May 24, 1968.

ADMINISTRATIVE UNIT_____ DATE_____ 19__

NAME OF SCHOOL_____ NAME OF TEACHER_____

SUBJECT MATTER AREA(S)_____ (OR) TYPE OF CLASS_____

GRADE LEVEL(S)_____ NUMBER OF CLASSES PLANNED UNDER THIS ALLOTMENT_____

OBJECTIVES: State briefly the objectives and how they differ from those of the regular instructional program.

PROGRAM: Describe plans for this instructional program in terms of:

A. Sequence

B. Relationship to regular instructional program

*List prospective pupils only on attached forms. (Additional copies of the forms may be made.)

APPENDIX E-4

FORM ET-3 CLASS ROSTER OF EXCEPTIONALLY TALENTED CHILDREN

Admin. Unit _____ Code _____

School _____ Type of Class or Subject Area _____ Grade Level _____ Teacher's Name _____

Date _____ Roster I.D. Symbol _____

(Enter above a symbol to distinguish this roster from your others.)

DIRECTIONS: Enter below alphabetically the names of eligible pupils that comprise one class. (Use both sides and/or make additional forms if necessary.) The information requested for each pupil should be taken from his/her latest test records. If the achievement test produces a total battery grade placement score or a score which indicates overall achievement, report only this score under item 12. Otherwise, the achievement test score will be the battery mid-score or median score which can be reported in either grade equivalent units (item 13) or percentile rank units (item 14). Use the examples below as guides.

	Group Intelligence Test Data					Standardized Achievement Test Data							
(1) Name of Pupil (In Alphabetical Order)	(2) Name of Group IQ Test	(3) Form	(4) Level	(5) Date IQ Test Given	(6) IQ Score	(7) Actual Grade Level at Time Achievement Test Given	(8) Name of Standardized Achievement Test	(9) Form	(10) Level	(11) Date Achievement Test Given	(12) Total Battery Grade Placement Score	(13) Battery Mid-Score (median) in Grade Equivalent Units	(14) Battery Mid-Score in Percentile Rank Units
(Examples)													
Brown, Mary	Calif.	S-F	1H	10-11-67	127	4	Calif.	W	U. Prim.	3-15-68	6.8		
Johnson, Jim	Otis	A	Beta	11-8-67	134	7	Metro.	B	Advan.	4-17-68		9.8	
Smith, Joe	Otis		Gamma	11-9-67	120	9	Stanford	X	H. S.	4-18-68			92

APPENDIX E-4 Continued

(1) Name of Pupil (In Alphabetical Order)	Group Intelligence Test Data: (2) Name of Group IQ Test	(3) Form	(4) Level	(5) Date IQ Test Given	(6) IQ Score	Standardized Achievement Test Data: (7) Actual Grade Level at Time Achievement Test Given	(8) Name of Standardized Achievement Test	(9) Form	(10) Level	(11) Date Achievement Test Given	(12) Total Battery Grade Placement Score	(13) Battery Mid-Score (median) in Grade Equivalent Units	(14) Battery Mid-Score in Percentile Rank Units

APPENDIX F-1

September 13, 1968

In order to prepare a directory of the names and school addresses of teachers working in the Exceptionally Talented Program, we would appreciate your supplying us the information requested on the enclosed form. Please include information on teachers who are paid from your Exceptionally Talented Allotment, the Nine Months School Fund (including 1 for 15 Allotments), and those whose salaries are paid from Local Funds.

Please complete and return the enclosed form not later than September 23, 1968.

Sincerely yours,

Gene Burnette, Director
Section for the Education of
Exceptionally Talented Children

GB:jcf

Enclosures 2

The second copy is for your files.

APPENDIX F-2

NORTH CAROLINA
STATE DEPARTMENT OF PUBLIC INSTRUCTION
EXCEPTIONALLY TALENTED SECTION

Please list the names of ALL TEACHERS specifically assigned to teach Exceptionally Talented Students for the 1968-69 school year.

Indicate in the appropriate column whether the teacher's salary is paid from funds provided in the Exceptionally Talented Allotment, the Regular 9 Months Allotment, the 1 for 15 Allotment or Local Funds.

_____ ADMINISTRATIVE UNIT

_____ SUPERINTENDENT

NAME OF TEACHER	NAME OF SCHOOL(S)	Subject Area(s)	Grade Level	Salary Paid From: (Check One)			
				Except. Tal. Allotment	Regular 9 Mos. Allotment	1 for 15 Allotment	Local Funds
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

NOTE: Please complete and return by September 23, 1968, to Dr. Gene Burnette, Director, Section for the Education of Exceptionally Talented Children, Department of Public Instruction, Raleigh, North Carolina.

USE EXTRA SHEET, IF NECESSARY

_____ DATE

APPENDIX G-1

Information in this office shows that your unit is operating without an exceptionally talented (ET) State teacher allotment. However, there is nothing on file here to indicate whether you established exceptionally talented classes by using other sources of financial support. Please advise us in this regard by completing the enclosed survey form. Kindly return it at your earliest convenience in the self-addressed envelope.

If we are to advise the appropriate State funding agencies about <u>needed</u> program expansion, it is almost mandatory that we be constantly apprised of the number of students enrolled in ET <u>non-state</u> supported classes. Thus, your cooperation in this endeavor is a very important factor.

Sincerely yours,

Gene Burnette, Director
Section for the Education of
Exceptionally Talented Children

GB:jcf

Enclosure

APPENDIX G-2

NUMBER OF STUDENTS ENROLLED IN NON-STATE SUPPORTED EXCEPTIONALLY TALENTED CLASSES

_____ HAS/HAS NOT (cross out one) established exceptionally talented classes.
(Administrative Unit)

(If the above statement is affirmative, indicate in the appropriate spaces below the NUMBER of students, as of September 30, 1968, who were in those classes. Each student should be counted only once. For example, if a particular student was enrolled, as of the above date, in a block of classes, he should be counted just one time for purposes of this survey.)

	Classes Operating Under Local Funds	Classes Operating Under Regular State Teacher Allotments	Classes Operating Under 1 for 15 Teacher Allotments	Classes Operating As Part of a Title III Project	Classes Operating Under Other Funds	Grand Total
Number of Students						

Reminder

Please enter in the above spaces the total number of students, not the total number of classes.

APPENDIX H-1

Please fill out one copy of the enclosed class roster forms for each of your exceptionally talented classes. Kindly return the completed rosters immediately in the self-addressed envelopes. (Additional copies of the forms may be reproduced locally for your convenience.)

This office has been informed that you are a teacher of an exceptionally talented (ET) class which is not supported financially by an ET State teacher allotment. If we are to advise the appropriate State funding agencies about <u>needed</u> program expansion, it is almost mandatory that we be constantly apprised of the number of students enrolled in ET <u>non-state</u> supported classes.

Your cooperation in this endeavor will be highly appreciated.

Sincerely yours,

Gene Burnette, Director
Section for the Education of
Exceptionally Talented Children

GB:jcf

Enclosure

APPENDIX H-2

ROSTER OF STUDENTS IN AN EXCEPTIONALLY TALENTED CLASS WHICH IS NOT SUPPORTED BY AN EXCEPTIONALLY TALENTED STATE TEACHER ALLOTMENT

(As of September 30, 1968)

ADMINISTRATIVE UNIT_____ SCHOOL_____

CLASS_____ _____
(Grade Level) (Subject Area or Type)

TEACHER_____ PERIOD_____
(Time Class Meets)

(Please List Alphabetically)

NAME GROUP IQ TEST SCORE (OPTIONAL)